

WISEExplore Data-Driven School Improvement Planning

Title I Innovation and Implementation Conference II
October 28, 2014: 2:00 Session

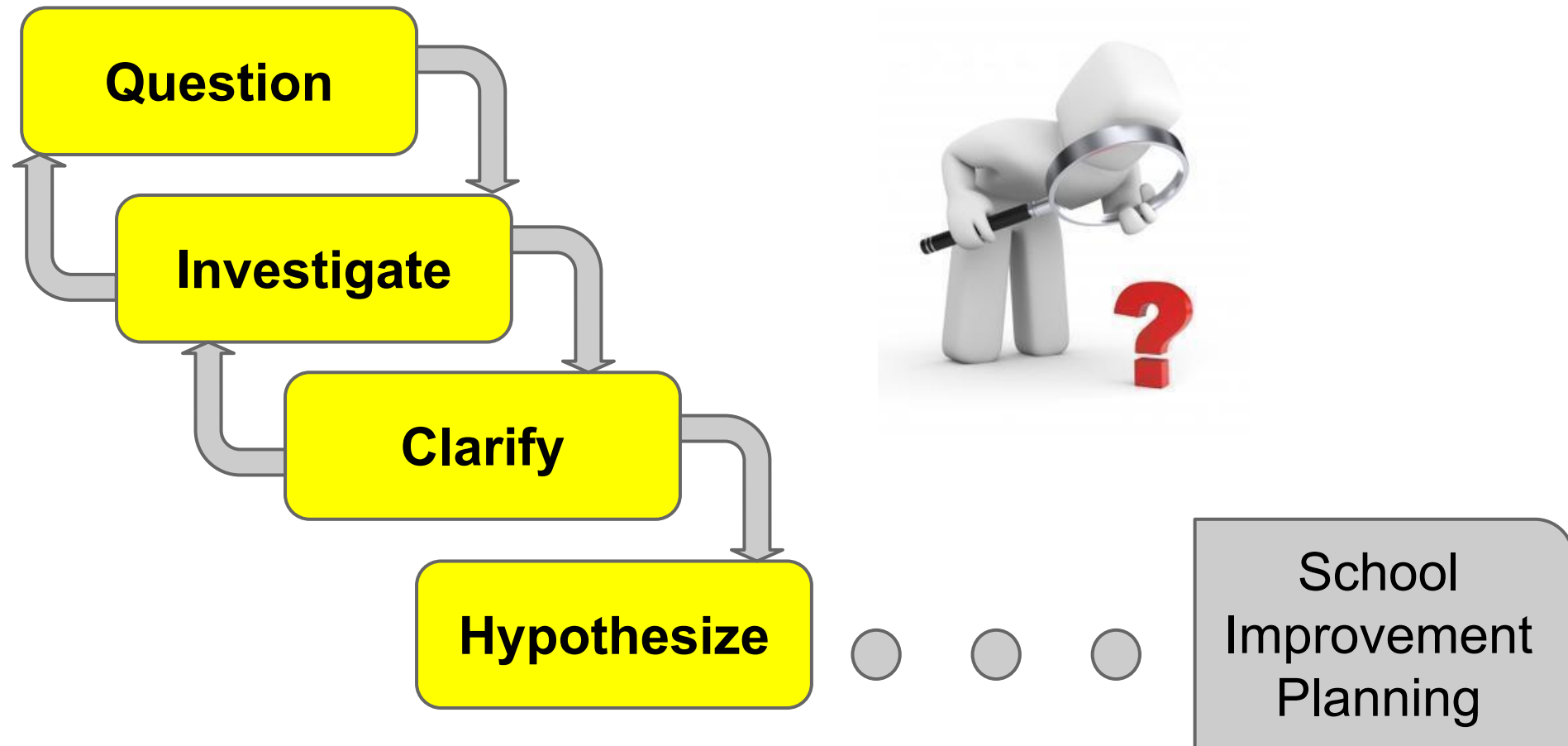
Facilitated by WISEExplore Team Members:

Judy Sargent and Mary Ann Hudziak



Analyzing Gaps Activity Template

Data Inquiry Process



Question

What are the trends in achievement gaps with students who are economically disadvantaged?

About this “Analyzing Gaps Activity”

- This is a partner hands-on data activity.
- As partners, you will be analyzing data for one school.
- This activity will focus on achievement gaps between economically disadvantaged students and non-EcD students.
- This activity is designed to deepen your understanding and analysis skills as leadership team members.
- You can select reading or math - whichever is the primary focus for your school for improvement.

Gaps Activity Template

This template will guide you through a process of analyzing gaps and serve as a model for future work. There are sample data pictures inserted for your reference.

Directions:

1. Find a partner (we will work in pairs).
2. You will need your laptop and this template “Gaps Activity Template”
3. You will find directions for this activity in the “Notes” section of each slide.
4. You will be focusing on the gaps data for your school.
5. Please save this template as it may be requested by the Title I team as an exemplar.

Using This Template

Directions:

1. Fill in the table below.

Team Name	
Partner Names	
Agency/Organization	
Selected Middle School	
Math or Reading Focus	

How to Grab Data Pictures

Use “snip it” or “snag it” or copy/paste when you find data pictures you want to paste into the template.

Remember to attach labels to the pictures.

Analyzing Gaps Template

Begin

Step 1: Analyzing the Report Card for Gaps

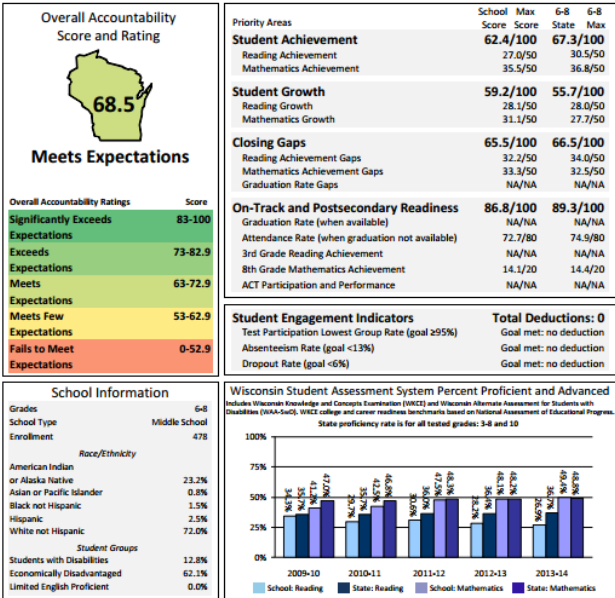
- All instructions are in the notes sections of the slide.
- Please work as independent pairs.
- You have 30 minutes for this first section. Ready?



Step 1a: Analyzing Report Card Closing Gaps Data (front page)

Sample

Insert Report Card picture (entire front page) below.



Investigate

Step 1a: Analyzing Report Card Closing Gaps Data (front page)

- How did the Closing Gaps score contribute to the overall score?
A:
- How do the reading Gaps scores compare to the Achievement and Growth scores for reading and math?
A:
- How do the reading and math gaps scores compare to the state scores?
A:
- Which gaps area (reading or math) will be the focus for your analysis and why?
A:

Step 1b: Analyzing Report Card Closing Gaps Data, continued (page 4-Student Ach)

Insert Report Card picture below.



Sample

Mathematics Achievement Score: 35.5/50

Performance Level	Points Multiplier	2011-12			2012-13			2013-14		
		Students		Points	Students		Points	Students		Points
		Count	Percent		Count	Percent		Count	Percent	
Advanced	1.5	32	7.0%	48	37	8.4%	55.5	49	11.1%	73.5
Proficient	1.0	185	40.5%	185	174	39.6%	174	170	38.4%	170
Basic	0.5	172	37.6%	86	150	34.2%	75	159	35.9%	79.5
Minimal Performance	0.0	68	14.9%	0	78	17.8%	0	65	14.7%	0
Total Tested	-	457	100.0%	319	439	100.0%	304.5	443	100.0%	323

Investigate

Step 1b: Analyzing Report Card Closing Gaps Data, continued (page 4-Student Ach)

- How much weight is awarded to students who performed at ...

- Advanced?
- Proficient?
- Basic?
- Minimal?

Level	2011-12 % of students	2012-13 % of students	2013-14 % of students
Advanced			
Proficient			
Basic			
Minimal			

- Fill in the data in the table at right.

- How would you describe the shifts in proficiency rates among the levels from year to year?

A:

Step 1c: Analyzing Report Card Closing Gaps Data, continued (page 5-Student Ach)

Investigate

Sample

Mathematics Supplemental Data

Group	2011-12					2012-13					2013-14				
	Total Tested	Percent Advanced	Percent Proficient	Percent Basic	Percent Minimum all performance	Total Tested	Percent Advanced	Percent Proficient	Percent Basic	Percent Minimum all performance	Total Tested	Percent Advanced	Percent Proficient	Percent Basic	Percent Minimum all performance
All Students: State	379,734	11.5%	39.0%	35.6%	13.9%	378,898	11.9%	38.7%	35.6%	13.9%	377,886	12.0%	39.1%	34.6%	14.2%
All Students: School	457	7.0%	40.5%	37.6%	14.9%	439	8.4%	39.6%	34.2%	17.8%	443	11.1%	38.4%	35.9%	14.7%
American Indian or Alaska Native	97	4.1%	20.6%	51.5%	23.7%	102	3.9%	23.5%	37.3%	35.3%	104	2.9%	21.2%	44.2%	31.7%
Asian or Pacific Islander	2	*	*	*	*	1	*	*	*	*	2	*	*	*	*
Black not Hispanic	3	*	*	*	*	2	*	*	*	*	5	*	*	*	*
Hispanic	4	*	*	*	*	5	*	*	*	*	9	*	*	*	*
White not Hispanic	351	8.0%	46.2%	33.9%	12.0%	329	10.0%	45.0%	33.4%	11.6%	323	14.2%	45.5%	31.6%	8.7%
Students with Disabilities	55	1.8%	10.9%	29.1%	58.2%	61	0.0%	11.5%	29.5%	59.0%	57	1.8%	15.8%	24.6%	57.9%
Economically Disadvantaged	262	4.6%	32.4%	44.3%	18.7%	259	6.2%	31.3%	38.2%	24.3%	264	8.3%	33.3%	37.1%	21.2%
Limited English Proficient	0	*	*	*	*	0	*	*	*	*	0	*	*	*	*

Step 1c: Analyzing Report Card Closing Gaps Data, continued (page 5-Student Ach)

Investigate

Insert Report Card picture below.



Step 1c: Analyzing Report Card Closing Gaps Data, continued

Now you've seen how EcD students are achieving year by year in the different proficiency levels.

Remember the weights that were applied ...

Advanced: 1.5

Proficient: 1.0

Basic: .5

Minimal: 0

These steps
are important
to understand
"Closing Gaps."



Step 1d: Analyzing Report Card Closing Gaps Data, continued (page 10)

Investigate

Sample

Closing Achievement Gaps - Mathematics | Score: 33.3/50

School Target Group Point-Based Proficiency Rates						State Comparison Group Point-Based Proficiency Rates						Rate of Change		Difference in Rate of Change
Group	2009-10 P.cents	2010-11 P.cents	2011-12 P.cents	2012-13 P.cents	2013-14 P.cents	Group	2009-10 P.cents	2010-11 P.cents	2011-12 P.cents	2012-13 P.cents	2013-14 P.cents	School Target Group	State Comparison Group	
American Indian or Alaska Native	0.488	0.495	0.526	0.480	0.476	White not Hispanic	0.771	0.775	0.789	0.793	0.797	-0.004	0.007	-0.011
Asian or Pacific Islander	NA	NA	NA	NA	NA							NA		
Black not Hispanic	NA	NA	NA	NA	NA							NA		
Hispanic	NA	NA	NA	NA	NA							NA		
Students with Disabilities	0.291	0.218	0.282	0.262	0.307	Students without Disabilities	0.752	0.753	0.765	0.767	0.769	0.008	0.005	0.003
Economically Disadvantaged	0.566	0.593	0.615	0.597	0.64	Not Economically Disadvantaged	0.814	0.823	0.838	0.844	0.851	0.016	0.010	0.006
Limited English Proficient	NA	NA	NA	NA	NA	English Proficient	NA	NA	NA	NA	NA	NA	NA	NA
"All 3" Supergroup	NA	NA	NA	NA	NA	Not in "All 3" Supergroup	NA	NA	NA	NA	NA	NA	NA	NA
"SwD-ECD" Supergroup	NA	NA	NA	NA	NA	Not in "SwD-ECD" Supergroup	NA	NA	NA	NA	NA	NA	NA	NA
"SwD-LEP" Supergroup	NA	NA	NA	NA	NA	Not in "SwD-LEP" Supergroup	NA	NA	NA	NA	NA	NA	NA	NA
"ECD-LEP" Supergroup	NA	NA	NA	NA	NA	Not in "ECD-LEP" Supergroup	NA	NA	NA	NA	NA	NA	NA	NA

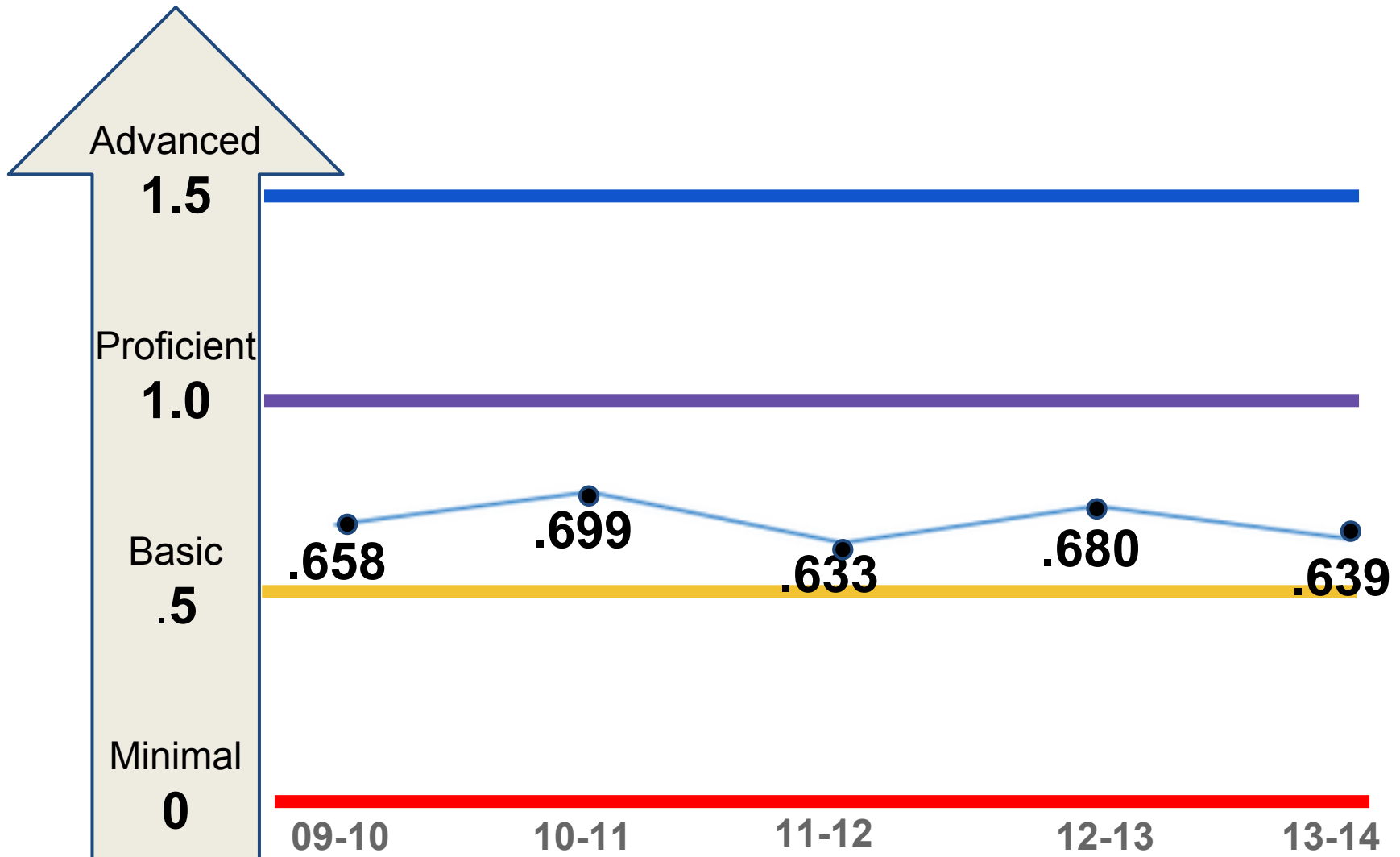
Step 1d: Analyzing Report Card Closing Gaps Data, continued (page 10)

Investigate

Insert Report Card Chart Here



Understanding Points-Based Proficiency Rate Patterns



Step 1d: Analyzing Report Card Closing Gaps Data, continued (page 10)

1. What is the trend for the points-based proficiency rate for EcD?

A:

2. What is the trend for the points-based proficiency rate for the state Non-EcD comparison group?

A:

3. Do you think the gap is closing, increasing or static?

A:

4. What is the final “Difference in Rate of Change” as reported on page 10?

A:

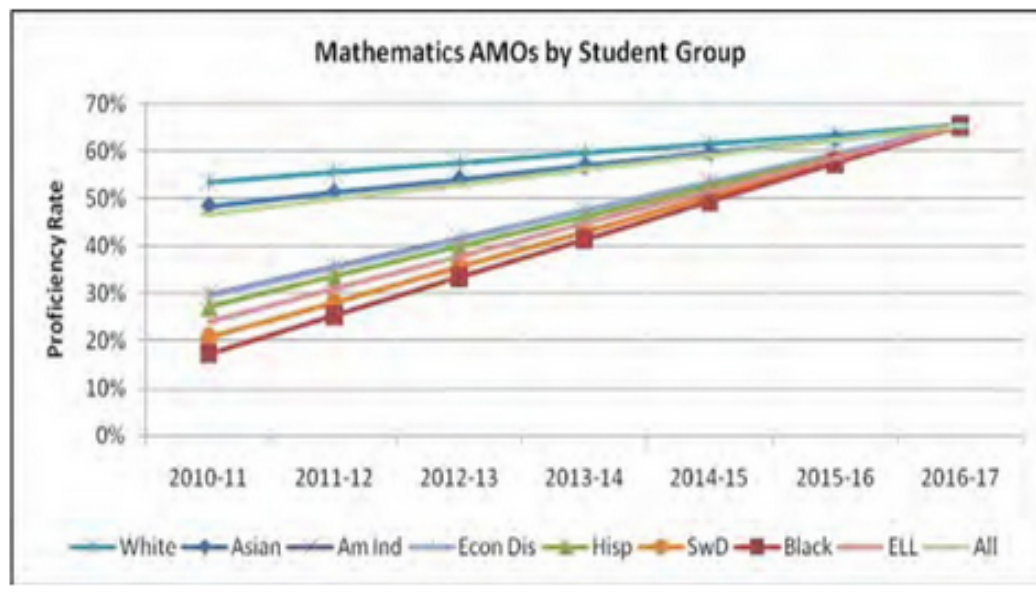
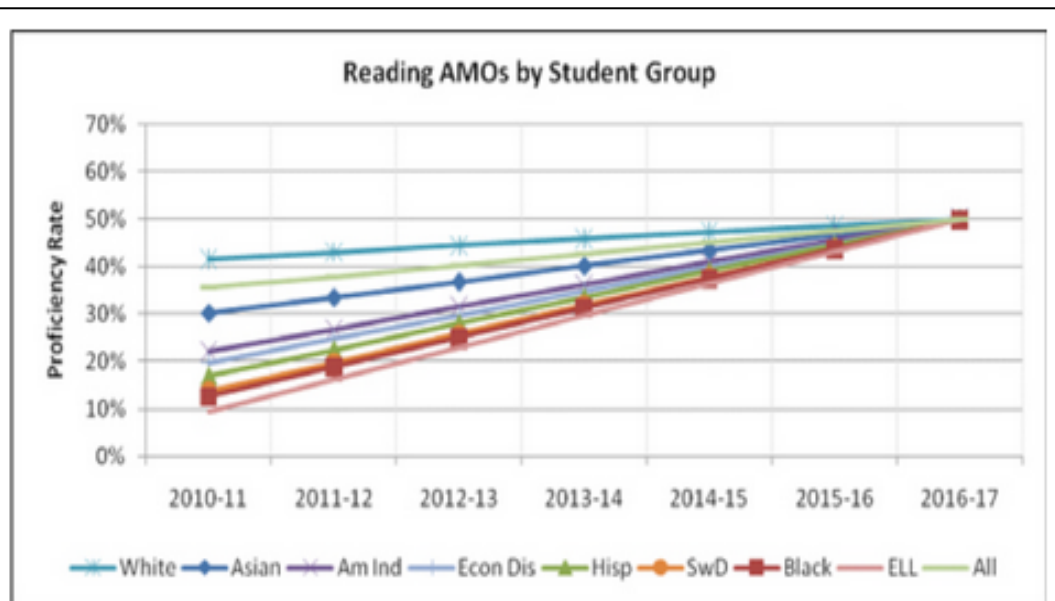
5. What does a negative or positive value in the “Difference in Rate of Change” signify?

A:

AMOS in the School Report Card

DPI AMO

Targets: <http://oea.dpi.wi.gov/acct/amo>



Wisconsin Annual Measurable Objectives - Mathematics Proficiency

Student Group	Annual Increase	AMOs						
		2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
All Students	3.1%	46.7%	49.8%	52.9%	56.0%	59.1%	62.2%	65.3%
American Indian	5.9%	29.7%	35.6%	41.5%	47.4%	53.3%	59.2%	65.1%
Asian or Pacific Islander	2.8%	48.4%	51.2%	54.0%	56.8%	59.6%	62.4%	65.2%
Black not Hispanic	8.0%	17.4%	25.4%	33.4%	41.4%	49.4%	57.4%	65.4%
Hispanic	6.3%	27.3%	33.6%	39.9%	46.2%	52.5%	58.8%	65.1%
White not Hispanic	2.0%	53.5%	55.5%	57.5%	59.5%	61.5%	63.5%	65.5%
Students with Disabilities	7.4%	20.8%	28.2%	35.6%	43.0%	50.4%	57.8%	65.2%
Economically Disadvantaged	6.0%	29.4%	35.4%	41.4%	47.4%	53.4%	59.4%	65.4%
English Language Learners	6.9%	24.0%	30.9%	37.8%	44.7%	51.6%	58.5%	65.4%

Wisconsin Annual Measurable Objectives - Reading Proficiency

Student Group	Annual Increase	AMOs						
		2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
All Students	2.4%	35.5%	37.9%	40.3%	42.7%	45.1%	47.5%	49.9%
American Indian	4.7%	22.1%	26.8%	31.5%	36.2%	40.9%	45.6%	50.3%
Asian or Pacific Islander	3.3%	30.2%	33.5%	36.8%	40.1%	43.4%	46.7%	50.0%
Black not Hispanic	6.2%	12.6%	18.8%	25.0%	31.2%	37.4%	43.6%	49.8%
Hispanic	5.5%	17.0%	22.5%	28.0%	33.5%	39.0%	44.5%	50.0%
White not Hispanic	1.4%	41.6%	43.0%	44.4%	45.8%	47.2%	48.6%	50.0%
Students with Disabilities	6.0%	13.8%	19.8%	25.8%	31.8%	37.8%	43.8%	49.8%
Economically Disadvantaged	5.0%	19.8%	24.8%	29.8%	34.8%	39.8%	44.8%	49.8%
English Language Learners	6.7%	9.6%	16.3%	23.0%	29.7%	36.4%	43.1%	49.8%

AMO Analysis, continued

A group's performance compared to its AMO is measured by the higher of

(1) the proficiency rate in the current year; or

(2) the average proficiency rate in the current year and the prior year.

A cell size of 20 and a 95 percent **confidence interval** are applied to determine whether or not an AMO is met.

Step 1e: Analyzing Report Card Closing Gaps Data, continued (page 17-AMOs)

Sample

Investigate

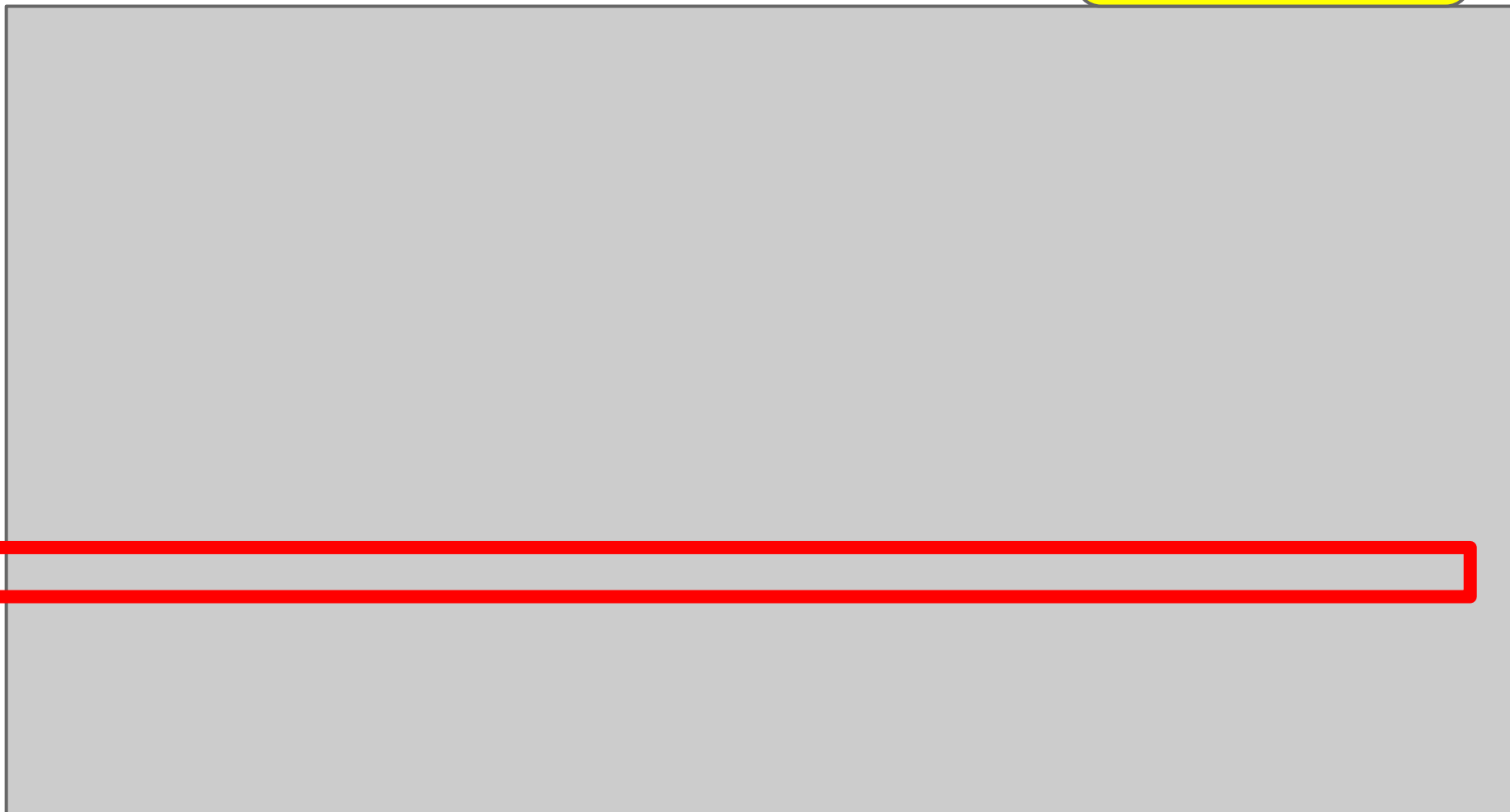
Mathematics Proficiency

Group	WSAS Proficient or Advanced						AMO Target	Met Target
	2013-14			2012-13 and 2013-14 Average				
	Students Tested	Proficient and Advanced	Percent	Students Tested	Proficient and Advanced	Percent		
All Students	443	219	49.4%	882	430	48.8%	56.0%	No
American Indian or Alaska Native	104	25	24.0%	206	53	25.7%	47.4%	No
Asian or Pacific Islander	NA	NA	NA	NA	NA	NA	NA	NA
Black not Hispanic	NA	NA	NA	NA	NA	NA	NA	NA
Hispanic	NA	NA	NA	NA	NA	NA	NA	NA
White not Hispanic	323	193	59.8%	652	374	57.4%	59.5%	Yes
Students with Disabilities	57	10	17.5%	118	17	14.4%	43.0%	No
Economically Disadvantaged	264	110	41.7%	523	207	39.6%	47.4%	Yes-CI
Limited English Proficient	NA	NA	NA	NA	NA	NA	NA	NA

Step 1e: Analyzing Report Card Closing Gaps Data, continued (page 17-AMOs)

Insert Report Card picture below.

Investigate



A large, empty gray rectangular area intended for a report card image. A red rectangular border is drawn at the bottom of this area, indicating where the image should be placed.

Step 1e: Analyzing Report Card Closing Gaps Data, continued (page 17-AMOs)

1. What was the AMO target for reading or math for students with disabilities for this report card?
A:
2. What was the final determination about meeting the AMO for students with disabilities in reading or math?
A:
3. What is the difference between the greater performance for students with disabilities in this chart and the AMO target? In other words, how far are these students from meeting the target in the better of the two scenarios?
A:
4. Projecting -- how many students would need to move into proficiency to meet future AMO targets?
A:
5. Why should we care about AMOs and AMO performance?
A:

Clarify

Step 1f: Clarify

Write 3 findings from your investigation of the Report Card data:

1:

2:

3:

Question

Question

Based on this view of the Report Card, develop at least one **data question** for further investigation.

Sample DAta Questions

1. *What are the proficiency rates for EcD and non-EcD students in each grade level?*
2. *Is there a difference between boys and girls who are economically disadvantaged?*
3. *What is the trend for non-EcD students in our school?*
4. *Which reading (or math) skills did the EcD students struggle with?*

Question

Question

Based on this view of the Report Card, develop at least one **data question** for follow-up investigation.

Our Follow-Up Data Questions

1.

End of Step 1:

Report Card Gap Analysis

Regroup



Team Time.

What role can Report Card data play in informing your improvement work?

Analyzing Gaps Template Begin

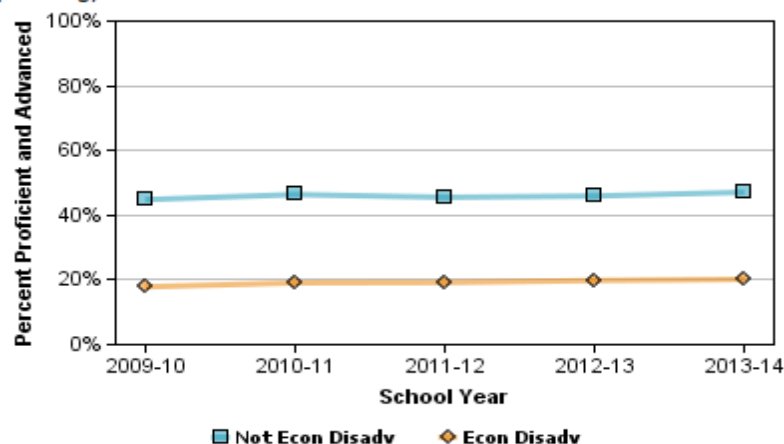
Step 2: Using WISEdash Public to Analyze Achievement Gaps



Step 2a: WISEdash Public -- State and Local Comparisons

WSAS Proficiency by Economic Status (Other Subgroups)

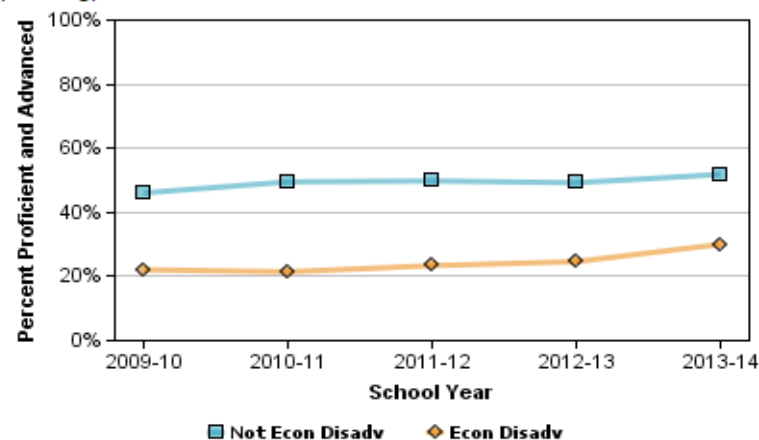
(Reading)



Sample

WSAS Proficiency by Economic Status (Other Subgroups)

(Reading)



Graph Label: Statewide Elementary School Reading 5-Year Trends by Economic Status

Investigate

Graph Label: My Elementary School, EcD Reading gap data

Step 2a: WISEdash Public -- State and Local Comparisons

State EcD Gap Graph

Graph Label:

Investigate

School EcD Gap Graph

Graph Label:

Step 2a: Analyzing WISEdash Public Gaps Data

Questions:

1. How is the data in your school graph similar or different to data from the Report Card?

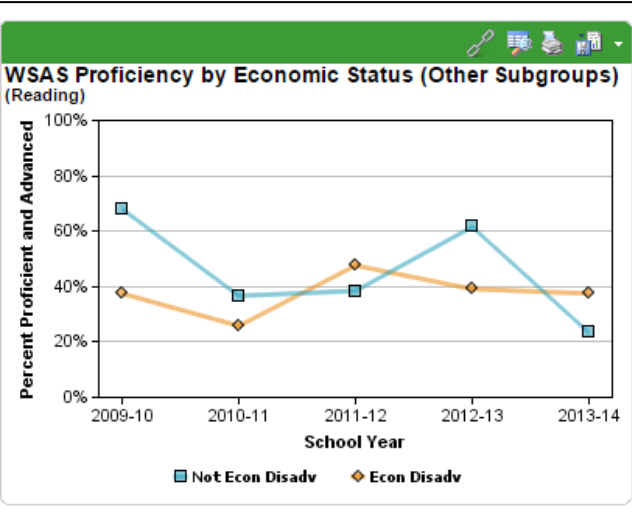
A:

2. How does your school's gap trends from WISEdash Public compare to the state's?

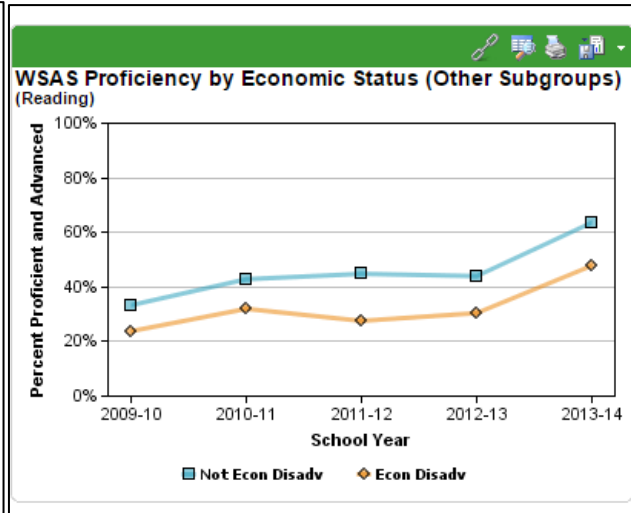
A:

Grade Level Break-Down of EcD Gaps

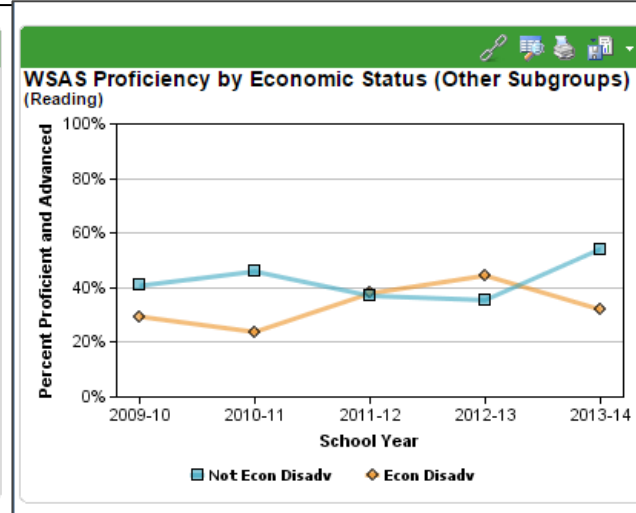
Sample



Gr. 3: 5-Year
Reading Trends EcD
and Non-EcD



Gr. 4: 5-Year
Reading Trends EcD
and Non-EcD



Gr. 5: 5-Year
Reading Trends EcD
and Non-EcD

Investigate

Grade Level Break-Down of EcD Gaps

Insert Grade Level Data Picture Here

Investigate

Insert Labels for Each Picture

Grade Level Break-Down of EcD Gaps

Questions:

1. How would you explain the trend differences between the grade levels?

A:

2. If you see a very different trend in one grade as compared to the others, how would you follow-up? What types of questions would you ask?

A:

Clarify

Step 2e: Clarify

Write findings from your investigation of the Public WISEdash EcD gap data:

1:

2:

3:

Question

Based on this view of gaps shown in WISEdash Public, develop at least one **data question** for follow-up investigation.

Our Follow-Up Data Questions

1.

End of Step 2: WISEdash Public Gap Analysis

Regroup



Team Time/Coaching Ideas

We have been using the Inquiry steps of
“Question”

“Investigate” and

“Clarify”

How do these inquiry process steps help to keep your team on track?

How can WISEdash Public be a tool and data source for your team?

Promoting Excellence for All

Strategies that Close Achievement Gaps



Promoting
Excellence for All

Promoting Excellence for All
Home

Strategies by Focus Area

Promoting Excellence for All
Strategies that Close Achievement Gaps

Hypothesize

Four Areas of Strategies to Close Achievement Gaps

- Effective Instruction
- Student-Teacher Relationships
- Family & Community Engagement
- Instructional Leadership

Hypothesize

Hypotheses Activity Groups

1. Find the slides that list closing gaps strategies for your category.
2. Study and discuss the descriptions of strategies. How are these relevant to the gaps we have investigated?
3. Select one of the strategies to develop a sample hypotheses of practice.
4. Write the hypotheses on the “How” slide using the scaffolded template that will lead to specific actions.
5. Be prepared to share.



We need to ...

How?

How will you do this? We will ...

How?

Tell me more. How will you do this? We will ...

How?

Tell me even more. How specifically will you do this? Who? What? Where? When? We will ...

Hypothesize

Effective Instruction
Student-Teacher Relationships
Family and Community Engagement
School and Instructional Leadership

Analyzing Gaps Template

Begin

Posing Hypotheses

Hypothesize



Effective Instruction

Sample Hypotheses of Practice

***What is it that we are doing or not doing with
Effective Instruction
that might be contributing to our gaps
(with students who struggle)?***

Hypothesize

Strategies that inform Hypotheses: Effective Instruction

<http://statesupt.dpi.wi.gov/excforall/effective-instruction>

STRATEGY	DESCRIPTION	HYPOTHESES OF PRACTICE
Differentiation	<i>Teachers provide a variety of instructional techniques that engage students toward shared ownership of their proficiency. Responsive instruction, through progress monitoring, provides students what they need in a timely manner and incorporates best practices to meet the needs of individual students. Individualized learning plans are used to meet unique student nuances, reflect different levels of competency and learning styles, and apply differentiated strategies.</i>	We hypothesize that we can close these gaps if we ...
Gradual Release of Responsibility	<i>Students acquire knowledge through structured teaching that highlights learning together with other students. Sometimes called The Gradual Release of Responsibility Model/Optimal Learning Model, this instructional strategy is based on I do, we do, you do together, you do alone(modeling, feedback, peer support, and intentional practice). The emphasis of this strategy is on a clear and explicit focus and collaborative learning. The goal is to encourage the development of self-regulated learners.</i>	We hypothesize that we can close these gaps if we ...

Hypothesize

Strategies that inform Hypotheses: Effective Instruction (cont.)

STRATEGY	DESCRIPTION	HYPOTHESES OF PRACTICE
Personalization (Voice/Choice)	<i>Teachers ask for demonstration of student knowledge created, chosen, or personalized by students throughout or after instruction. This instructional approach leads to an increase of student engagement in their learning, as the teacher is less prescriptive. This gradual release of responsibility allows students to choose how to demonstrate their learning.</i>	We hypothesize that we can close these gaps if we ...
Rigorous, Integrated Content	<i>Teachers base instructional content on Common Core State Standards in mathematics and English Language Arts. As much as possible, concepts are integrated between all academic areas. Teachers purposefully create and facilitate connections between academic content strands with high expectations for each student. Teachers meet students where they are and bridge them to where they need to be.</i>	We hypothesize that we can close these gaps if we ...
Engagement	<i>Teachers facilitate student-centered and student-driven opportunities that promote active participation in meaningful and higher-level learning activities.</i>	We hypothesize that we can close these gaps if we ...

Hypothesize

Strategies that inform Hypotheses: Effective Instruction (cont.)

STRATEGY	DESCRIPTION	HYPOTHESES OF PRACTICE
Comprehensive Literacy Instruction	<i>Teachers use an explicit, purposeful, integrated approach to literacy (including evidence-based, high-quality instructional practices) that engages students in all major components of the complex literacy process. The process includes reading (and reading foundational skills), writing, speaking, listening, and language across all disciplines to comprehend and create text for effective communication with others in a variety of contexts.</i>	We hypothesize that we can close these gaps if we ...
Grouping Decisions Based on Data	<i>Teachers use a variety of data and multiple data points from balanced assessment and classroom observation and knowledge to move students along and create flexible groupings.</i>	We hypothesize that we can close these gaps if we ...

Hypothesize

Strategies that inform Hypotheses: Effective Instruction (cont.)

STRATEGY	DESCRIPTION	HYPOTHESES OF PRACTICE
Explicit Instruction	<i>Teachers use a cycle of teaching and learning defined by clear modeling, independent practice, continuous feedback, and group share. This process can be applied to any grade level or content area.</i>	We hypothesize that we can close these gaps if we ...
Formative Assessment	<i>Teachers use common formative assessments to adjust instruction. There is an on-going awareness of student performance and outcomes. Teachers and instructional coaches collaborate to develop and align formative and benchmark assessments. Staff collaborates routinely to analyze data that drives instructional practices.</i>	We hypothesize that we can close these gaps if we ...
Soft Skills	<i>Students learn to interact appropriately in a given academic or social setting. Teachers instruct and model how to be successful socially and within the community. Soft skills are critical to being college and career ready.</i>	We hypothesize that we can close these gaps if we ...

Hypothesize

Initial Hypothesis of Practice: We need to ...

Strategy Selected:

How?

How will you do this? We will ...

How?

Tell me more. How will you do this? We will ...

How?

Tell me even more. How specifically will you do this? Who? What? Where?
When? We will ...

Hypothesize

Hypotheses for: Student-Teacher Relationships

Sample Hypotheses of Practice

***What is it that we are doing or not doing with
our***

***Student-to-Teacher Relationships
that might be contributing to our gaps
(with students who struggle)?***

Hypothesize

Strategies that inform Hypotheses: Student-Teacher Relationships

<http://statesupt.dpi.wi.gov/excforall/student-teacher-relationships>

STRATEGY	DESCRIPTION	HYPOTHESES OF PRACTICE
Angel List	<i>The Angel List is a yearlong teacher–student match of students identified by teachers as having no connections or relationships to a teacher in the school. At the beginning of the year, staff identify students who do not appear to have relationships with adults at the school. Staff are paired with these students and work throughout the year intentionally to establish connections.</i>	We hypothesize that we can close these gaps if we ...
Celebrate Success	<i>A culture of celebration focuses on structural practices and supports that place an emphasis on the positive climate of the school. Students, families, and staff are expected to celebrate and focus on success at all levels and to hold each other accountable to meet these expectations. The goal is to inspire positive action rather than communicate punitive responses. Students internalize expectations when a variety of achievements are recognized.</i>	We hypothesize that we can close these gaps if we ...

Hypothesize

Strategies that inform Hypotheses: Student-Teacher Relationships

STRATEGY	DESCRIPTION	HYPOTHESES OF PRACTICE
Classroom Culture	<i>Teachers establish the classroom as a safe community where learning and relationships are important. The classroom belongs to everyone and explicitly includes the students. Learners can take risks in a positive way because students have a responsibility to respect and value each other. Tasks and activities are differentiated so all students can—and are expected to—participate and grow. Students are represented (their pictures and work are on the wall). The room is structured for varied groupings—large group, small group, partners—and communal books and resources are available and visible. Teachers teach classroom routines and protocols for answering questions and interacting with other students.</i>	We hypothesize that we can close these gaps if we ...
Cultural Competency	<i>Teachers and staff reflect on relationships established in the classroom and how student identities are honored. Self-reflective activities allow staff to examine their professional practices and biases to ensure that diversity is respected and celebrated. Teachers build their capacity to recognize cultural understandings, strengths, and language to differentiate and accelerate student learning.</i>	We hypothesize that we can close these gaps if we ...

Hypothesize

Strategies that inform Hypotheses:

Student-Teacher Relationships (cont.)

STRATEGY	DESCRIPTION	HYPOTHESES OF PRACTICE
<u>Extended Time</u>	<i>Schools schedule programming of academic or enrichment activities outside of standard instructional time (e.g. during lunch, study hall, before or after school, year-round, and summer school). This additional time is student-driven and is based on individual student needs and interests.</i>	We hypothesize that we can close these gaps if we ...
<u>Honor Students as Individuals</u>	<i>Teachers intentionally get to know each student on a personal level and find the “spark” in every student. Teachers integrate routines and activities that build a connection with students as individuals. For some students, teachers recognize that it takes additional time to connect. Honoring a student differs from “getting to know” students. Honoring recognizes that student experiences and feelings may be very different than a teacher’s experience, and the teacher chooses language that identifies student strengths.</i>	We hypothesize that we can close these gaps if we ...
<u>Reclaim Unstructured Time</u>	<i>Schools review and revise unstructured time within and outside the formal school day to improve academic, social, and emotional success.</i>	We hypothesize that we can close these gaps if we ...
<u>Acknowledge Students for Accomplishments</u>	<i>Individual student academic and non-academic achievements are acknowledged to engrain positive reinforcement into the school culture. Overall, this process is intended to improve student morale and self-efficacy.</i>	We hypothesize that we can close these gaps if we ...

Hypothesize

Strategies that inform Hypotheses:

Student-Teacher Relationships (cont.)

STRATEGY	DESCRIPTION	HYPOTHESES OF PRACTICE
<u>Talent Management</u>	<i>Schools and districts attract, retain, and develop a high-quality, diverse, creative, and innovative workforce of leaders. Competent and caring teachers are in every classroom and connect with and inspire students and families as they also collaborate with colleagues. All staff members must embrace higher expectations for all students (failure is not an option). Inspiring teachers possess head and heart and the “It” factor.</i>	We hypothesize that we can close these gaps if we ...
<u>Mentor Students</u>	<i>All students are connected with an adult in the school or community to provide academic, social, and emotional support through building positive relationships.</i>	We hypothesize that we can close these gaps if we ...
<u>School-wide Behavior System</u>	<i>Positive Behavioral Interventions and Supports (PBIS) is a school-wide behavior management framework to explicitly teach behavioral expectations to staff, students, and families. PBIS provides a common language and structure. The system focuses on recognition and celebration of positive behaviors.</i>	We hypothesize that we can close these gaps if we ...

Hypothesize

Initial Hypothesis of Practice: We need to ...

Strategy Selected:

How?

How will you do this? We will ...

How?

Tell me more. How will you do this? We will ...

How?

Tell me even more. How specifically will you do this? Who? What? Where?
When? We will ...

Hypothesize

Hypotheses for:

Family & Community Engagement

Sample Hypotheses of Practice

***What is it that we are doing or not doing with
our
Family & Community Engagement
that might be contributing to our gaps
(with students who struggle)?***

Hypothesize

Strategies that inform Hypotheses:

Family & Community Engagement

<http://statesupt.dpi.wi.gov/excforall/family-and-community-engagement>

STRATEGY	DESCRIPTION	HYPOTHESES OF PRACTICE
Consider Families and Communities as Experts on their Children	<i>Educators honor the family as an expert on their child to create a sense of partnership and shared responsibility between the teacher and family. This starts with a positive initial contact. Staff is purposeful in empowering the community by supporting local business, hosting culturally responsive events, and building up the community's culture.</i>	We hypothesize that we can close these gaps if we ...
Family Engagement	<i>School effort is concentrated and conducted with cultural competency to connect families with the school in order to highlight the importance of academic success. Involving families in school-based activities also fosters positive engagement with educators and increases family awareness of student progress.</i>	We hypothesize that we can close these gaps if we ...
Welcoming Environment	<i>Educators are customer-service friendly and make sure that everyone feels respected and welcomed at all times. Policies and practices reflect this. Staff provides service for all customers that entails greeting, high expectations, visibility, public pride, and private problem solving.</i>	We hypothesize that we can close these gaps if we ...
Community Schools	<i>The school is used as a host location to build a network of resources and systems to ensure every student's needs are met (i.e., dental services, medical access, fitness programs, restaurant on campus, etc.). School facilities need to be accessible to families beyond the school day.</i>	We hypothesize that we can close these gaps if we ...

Hypothesize

Strategies that inform Hypotheses:

Family & Community (cont.)

STRATEGY	DESCRIPTION	HYPOTHESES OF PRACTICE
Community Partnerships	<i>Educators engage with community members and leaders to support holistic, future-focused activities and events for students and their families.</i>	We hypothesize that we can close these gaps if we ...
Focused Events	<i>Educators plan purposeful events that target specific cultural and ethnic groups to involve, inform, and strengthen partnerships in the school community.</i>	We hypothesize that we can close these gaps if we ...
Communication with Families	<i>Schools establish timely, two-way communication systems with parents, develop strategies to involve parents and community in the learning process, and allow parents and community some voice in key school decisions. Educators document ongoing positive family communication on a consistent basis. Schools establish systems to contact families with concerns and information about specific interventions. Staff and families meet when students are referred for interventions (Tier 2 and 3) to discuss students' strengths and areas of concern.</i>	We hypothesize that we can close these gaps if we ...

Hypothesize

Initial Hypothesis of Practice: We need to ...

Strategy Selected:

How?

How will you do this? We will ...

How?

Tell me more. How will you do this? We will ...

How?

Tell me even more. How specifically will you do this? Who? What? Where?
When? We will ...

Hypothesize

Hypotheses for:

School and Instructional Leadership

Sample Hypotheses of Practice

***What is it that we are doing or not doing with
our***

***School and Instructional Leadership
that might be contributing to our gaps
(with students who struggle)?***

Hypothesize

Strategies that inform Hypotheses: School and Instructional Leadership

<http://statesupt.dpi.wi.gov/excforall/school-and-instructional-leadership>

STRATEGY	DESCRIPTION	HYPOTHESES OF PRACTICE
All Staff Responsible for All Students	<i>Staff develops an “all hands on deck” philosophy where every single staff member has a professional and personal responsibility for every single student attending school.</i>	We hypothesize that we can close these gaps if we ...
Capacity Building	<i>Staff utilizes best resources and expertise in the district or school to build the capacity of individual teachers, which will result in increased best practices in the classroom. Teachers are empowered to share their strengths with colleagues through explicit, embedded structures or practices during regular dedicated time. Data supports the needs and practices shared among staff members, and staff is supported and held accountable for implementing the new expertise and strategies</i>	We hypothesize that we can close these gaps if we ...
Comprehensive Leadership Process	<i>Shared leadership at the school with a fully representative team establishes a collaborative process. All staff members give input into the school improvement process and develop short- and long-term goals that are measurable. Staff brainstorms professional development needs and plans, identifies required resources to effectively execute the action plans, and identifies structural and cultural “road-blocks” to the action plan.</i>	We hypothesize that we can close these gaps if we ...
Data Analysis	<i>Staff uses data to drive school-wide advancement and instruction; a centralized database for accessibility of student data informs lesson planning and instruction. This database is a compliment to student learner profiles, which should be incorporated.</i>	We hypothesize that we can close these gaps if we ...

Hypothesize

Strategies that inform Hypotheses: School and Instructional Leadership (cont.)

STRATEGY	DESCRIPTION	HYPOTHESES OF PRACTICE
<u>Intentional Design of Systems (IDOS)</u>	<i>The purpose of IDOS is to streamline systems for both efficiency and fidelity. The school identifies systems that are and are not in place. The leadership team takes steps to design new systems and identify steps needed to ensure they are implemented with fidelity, oriented toward closing the achievement gap, and targeted toward under-served populations.</i>	We hypothesize that we can close these gaps if we ...
<u>Math and Reading Interventions</u>	<i>Students receive a variety of interventions, based on data, and the frequency and intensity of the interventions are based on student needs. Teacher recommendation should accompany assessment results when planning interventions. Fidelity to the intervention is key and must be results-driven with constant monitoring of the intervention.</i>	We hypothesize that we can close these gaps if we ...
<u>Relationship Building</u>	<i>Staff recognizes and places emphasis on the power and importance of meeting the social and emotional needs of all members of the school community. They create an environment of respect and rapport utilizing resources such as the Domain 2 of the Danielson framework to maximize student learning in a positive, safe, and healthy school environment.</i>	We hypothesize that we can close these gaps if we ...
<u>School and District Common Planning</u>	<i>Schools schedule planning time that occurs within a school and includes core classes, teams, grade-level, or department-wide planning. This approach also can include district-wide planning, depending on the size of the district. Teams use common planning time to problem solve, share best practices, analyze student data, and make curricular decisions collaboratively.</i>	We hypothesize that we can close these gaps if we ...

Hypothesize

Strategies that inform Hypotheses: School and Instructional Leadership (cont.)

STRATEGY	DESCRIPTION	HYPOTHESES OF PRACTICE
<u>Shared Vision and Leadership</u>	<i>The vision is that all students will learn and grow with resources aligned to accelerate growth for students behind grade level. School-based leadership is intentional, shared, strategic, and inclusive. Building leaders drive and monitor the goals to align with school vision. Permanent visuals (data walls, Google docs) provide real-time feedback on student proficiency.</i>	We hypothesize that we can close these gaps if we ...
<u>Instructional Coaches</u>	<i>Instructional coaches and interventionists build teacher capacity and are used strategically to improve universal instruction rather than working exclusively with small numbers of students.</i>	We hypothesize that we can close these gaps if we ...
<u>Professional Learning Communities</u>	<i>Professional learning communities allow educators a collaborative format to examine subgroup data and specifically target learning deficits in students. Professional learning communities allow teachers to learn from each other by studying best practices and sharing their own expertise in order to create optimal learning environments that will ensure learning among these subgroups.</i>	We hypothesize that we can close these gaps if we ...

Initial Hypothesis of Practice: We need to ...

Strategy Selected:

How?

How will you do this? We will ...

How?

Tell me more. How will you do this? We will ...

How?

Tell me even more. How specifically will you do this? Who? What? Where?
When? We will ...

Hypothesize

Data Inquiry Process

You have practiced steps in the Data Inquiry Process. How can you use this process with other data analyses?

Question

Investigate

Clarify

Hypothesize



School
Improvement
Planning



Closing - please inform your Title I Consultant

- What did you learn about data practices?
- What did you gain about analyzing gaps?
- How will you use today's learning in your leadership work this year?
- What do you still want to learn from WISExplore?

